

**Hickory High School**

International Baccalaureate Diploma Programme

2018 IB Diploma Candidate

EXTENDED ESSAY

TIMELINE & FORMS

International Baccalaureate Coordinator Ms. Amy Baker

Extended Essay Coordinator Ms. Lisa Camichos

Theory of Knowledge (TOK) Teacher Dr. Steven Clarke

**IB Mission Statement**

**The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who**

**help to create a better and more peaceful world through intercultural understanding and respect. To this**

**end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be** **International Baccalaureate**

**Extended Essay Timeline**

**JUNIOR YEAR**

|  |  |
| --- | --- |
| IBC | IB Coordinator |
| EEC | Extended Essay Coordinator |
| EESA | Extended Essay Subject Teacher Advisor |

|  |  |  |
| --- | --- | --- |
| **Timeframe** | **Description** | **Action/Form** |
| **May 22-25, 2018** | **Extended Essay Timeline, Expectations, and Responsibilities**: TOK teacher, EEC, and IBC will meet with all Year 1 students to discuss timeline, expectations, and overview of requirements. Criteria for topic selection will be given. Students should begin studying the various subject areas to find topics for their essays. Be prepared with 3 possible research topics. | Develop 3 research questions for possible topics- |
| **June 1, 2018**  “Lock in” | **Topic Selection**: IB teachers, EEC, and IBC meet with all juniors to discuss available resources for proper topic investigation and subject area selection. Narrow focus to one topic and develop draft research question. | Required |
| **June 1, 2018** | **Extended Essay Subject Area Contract:** Students **submit** signed Extended Essay Contract to TOK teacher identifying research question and subject area with contact information. | **Form #1** checked by EEC & given a grade in TOK . |
| **June 1, 2018** | **Extended Essay Subject Advisors Assigned:** Students will be assigned EESAs by IBC and EEC. Subject specific criteria will be generated for each advisor and student. **Students must schedule a meeting** with their advisor prior to 2nd week of June. | EESA assigned and given subject specific guides by IBC |
| **June 1, 2018** | **Extended Essay Topic**: EESA conference should be held **before this date**. Student works with EESA on the process of topic clarification and potential sources of information. **EESA’s complete Form 5 for every meeting.** | **Form #5** document used by EESA for each meeting. |
| **June 1, 2018** | **Research Proposal:** Students turn in Research Question and Thesis statement to TOK teacher initialed by EESA | **Form #2** |
| **June 6, 2018** | **Annotated Bibliography / Reflection** | Checked by EEC  Grade in TOK |
| **June 6-8, 2018** | EESA meets with students. There will be an exchange of information-- email addresses, telephone numbers--so students may contact their EESAs and the IBC during the summer given specific dates. | **Form #4** |
| **June 6-8, 2018** | **EESA Meeting**: EESA will meet with student to discuss research strategies and questions, outline, bibliographic references | Document meeting |
| **Summer** | **Outline:** Students submit one copy of the outline of the paper to TOK teacher, plus bibliography.  EESA evaluates and provides feedback. | **Form #3 to**  **TOK teacher**  **for assessment** |
| **Summer** | **Independent Work**: Students work independently on the papers. |  |

**International Baccalaureate**

**Extended Essay Timeline**

**SENIOR YEAR**

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| **Timeframe** | **Description** | **Action/Form** |
| **August 31, 2018** | **First Draft**: Due to EESA for review. EESA meets with students to review First Draft and discuss a detailed plan for research | **Assessed/TOK** |
| **September 15th, 2018** | **Second Draft:** Students submit one copy of the second draft to the EEC. Students who do not submit the second draft can not be registered as an IB Diploma Candidate. |  |
| **September 15th, 2018** | **Reflection** | Checked by EEC  Grade in TOK |
| **September 1-14, 2018** | **EEC /Student conferences: 2nd draft discussion**  **Advisors** submit subject specific category/student to IBC for registration | **IBIS Registration** |
| **December 1, 2018** | **Reflection** | Checked by EEC  Grade in TOK |
| **December 21st, 2018** | **Final Extended Essay: Submit to advisors one copy of EE for marking and results of “Turn It In”**  Advisors will read and assess using subject specific criteria and generate predicted grade  All paperwork in folder to Advisor |  |
| **January 2019**  (first week back from break –date to be determined) | **Viva Voce**: A short interview with the student, /EESA and EEC/or IBC. At least two members of the faculty will be present.  The *viva voce* serves the following purposes:  • A check on plagiarism and malpractice in general  • An opportunity to reflect on successes and difficulties in the  research process  • An opportunity to reflect on what has been learned  • An aid to the EESA’s final report |  |
| **January 2019**  (first week back from break –date to be determined) | **Submit EE Cover Sheet and Final Essay**: revise essay if necessary. Uploads to be determined by IB. | EESA submit Predicted grade to IBC |
| **February, 2019** | Uploads . | Extended Essay mailed to IB examiners |

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**FORM 1**

**International Baccalaureate Program  
Hickory High School IB World School  
Extended Essay Contract**

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**Please Print**

Name of Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Essay Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Question: Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay.

I will adhere to the regulations and guidelines and the deadlines prescribed in the contract. I will contact my advisor and IBC should there be any modifications in the above indicated information. I understand that I must complete the Extended Essay in order to continue enrollment in the IB curriculum, to have recommendations written based on IB candidacy and to be registered for May exams.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TO: IB Parents of 2019 Diploma Candidates:

I have read and understand the regulations and guidelines for the International Baccalaureate Extended Essay.

I will offer my parental support to see that my child adheres to the regulations and guidelines and the deadlines prescribed in the contract. I understand that my child must complete the Extended Essay in order to continue enrollment in the IB curriculum, have recommendations written based on IB candidacy, and to be registered for May exams.

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form must be returned to the TOK Teacher by: \_\_\_\_February 16, 201611780\_\_\_\_\_\_\_\_\_\_\_\_

Extended Essay Student Advisors will be assigned upon receipt of Form #1.

**FORM 2**

**International Baccalaureate Program  
Hickory High School IB World School  
Research Proposal**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Extended Essay Subject Advisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research Proposal

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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Comments:

\_\_\_\_\_ **EESA INITIAL**

(once initialed by EESA, turn into TOK teacher)

FORM 3

**International Baccalaureate Program  
Hickory High School IB World School**

**Annotated Bibliography and Preliminary Outline**

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

Extended Essay Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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EESA : Comments on preparation/meetings prior to this submission:

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Annotated Bibliography   
Is annotated bibliography detailed and sufficient for the proposed essay? If not, why?

Preliminary Outline

Is the preliminary outline sufficient for the proposed essay? If not, why?

\_\_\_\_\_

EEC

**FORM 4**

**International Baccalaureate Program  
Hickory High School IB World School**

**First Draft**

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Extended Essay Advisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thesis Statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
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Introduction   
(To Be Completed By EESA)

Is the introduction in line with the assessment details? Does it provide the reader with a clear understanding of the research goals? If not, what needs to be corrected?

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Content Analysis  
 (To Be Completed By EESA)

Does the first draft provide a solid framework for an excellent extended essay? If not, why?

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Strengths and Weaknesses

**FORM 5**

**Timetable Completion/Documentation of Conferences**

**International Baccalaureate Program  
Marvin Ridge High School IB World School**

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| --- | --- | --- | --- | --- |
| **Description of conference** | **Date** | **Time** | **Comments** | **EESA Intials** |
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**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_**

**Extended Essay Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Conference Tme:** \_\_\_\_\_\_\_\_\_

**Timetable Completion/Documentation of Conferences**